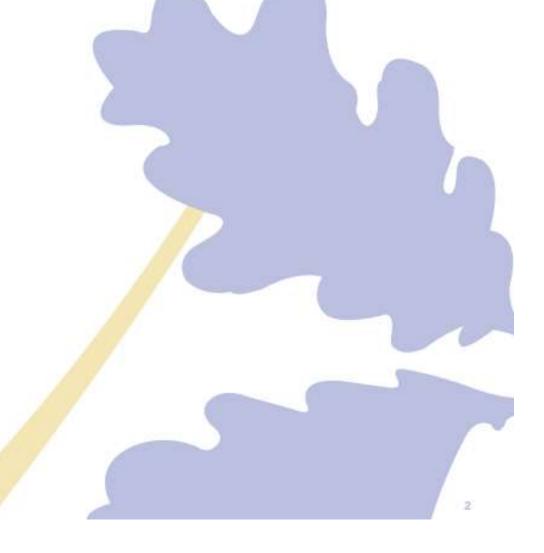


# **HEADTEACHER APPLICATION PACK**

# CONTENTS

Letter from the Chair of Governors	3
About Our School	4
Our Curriculum	5
Our Pupils	8
Our Staff	10
About Bracknell Forest	12
Person Specification	14
Application Process	18







#### Letter from the Board of Governors

April 2024

Dear Applicant,

Thank you for your interest in the role of Headteacher at Harmans Water Primary School. We are delighted that you are considering our school as a place to continue your career.

The Governing Body is looking to recruit an exceptional leader who is able to communicate with our community at all levels and someone who will support and develop current and future Leaders. We recognise the current national aims of academisation by 2030, and this may see us go in new directions, our new Headteacher will be crucial in navigating these changes.

As Headteacher you will lead a team of engaged, experienced and enthusiastic staff. You would be fully supported by a committed Governing Body.

The school has a strong relationship with the wider school community. Our parents and careers support their children's learning, volunteer on a wider range of activities and our PTA raises much needed funds.

We view this as a great opportunity for an energetic and inspirational leader, who shares our values and who will add a new leadership perspective, to join our wonderful school and build on our previous success.

We would like to invite you to visit the school before the interview dates so you can see the school, its facilities and the education we provide. To book a visit please contact Michelle Jones, Office Manager on **01344 422196** or <a href="mailto:michelle.jones@harmanswater.co.uk">michelle.jones@harmanswater.co.uk</a>

Best wishes with your application.

**HWPS Board of Governors** 

# **ABOUT OUR SCHOOL**

At Harmans Water Primary School, we aspire to provide a friendly, nurturing and inspiring learning community where every child, regardless of their background, can flourish as an unique individual.



Harmans Water Primary School is a Local Authority maintained Community Primary School in Bracknell Forest. Over the last five years, we have raised standards significantly in all areas and have developed an exciting new curriculum, made up of cross-curricular topics, which encourage experiential, hands-on learning and are underpinned by high quality English and Maths. We are delighted that, in June 2021, Ofsted recognised the quality of our work and graded the school as good with outstanding areas (Ofsted Report 2021).

We currently have 525 students on roll and 18.4% of students are eligible for free school meals (as at October 2021 census). We recognise that barriers to achievement take a variety of forms and look for individual ways to support each child to achieve their very best. Detailed information about the attainment and progress of pupils in receipt of Pupil Premium Funding and strategies in place to support them can be found *On Our Website* 





# **OUR CURRICULUM**

Over the last few years, staff have worked hard to carefully design a Project-Based Curriculum which is made of cross-curricular topics that encourage experiential, hands-on learning.

This curriculum is underpinned by high-quality English and Maths. Each project is called a Learning Adventure that is developed around an overarching philosophical question and driven by a good quality text. Links within, and between, these projects are purposeful. This enables pupils to gain a deeper understanding of the key concepts taught. Harmans Water has a strong sense of personal development which was recognised in our latest OfSTED (June 2021). Staff have worked tirelessly to develop a Personal Development and Well-being Programme called Flourish. Our aim is not only to focus on the academic ability of the pupils but also the overall holistic development, linking to their character traits, attributes and behaviours that will develop the skills that they need for success in learning and life.





As a school, we believe that every child should have a chance to meet, visit and experience a range of different things. Therefore, we created our Essential Experiences. Whereby, children throughout their 8 years at HWPS will have had the opportunity to have positive experiences that support the provision of a broad and balanced curriculum. Our curriculum is enhanced by trips and visitors. Examples of these include: Pangbourne River Trip, Owl Conservatory, Ufton Court and Brooklands. Residential trips in Year 4 and 6 are also a highlight each year. We are very lucky to have a wide range of after-school clubs on offer too.

We are extremely proud of our progress and we are enjoying seeing the impact as our curriculum is embedded across the school.

## **Published Data**

All the numbers express a percentage of the whole cohort at the time and scores in red – greater depth.

	2023 Good Level of Development	2023 Phonics Screening	2023 Maths	2023 Writing	2023 Reading	2023 Combined
EYFS	63%					
Year 1		75%				
KS1	<i>y</i>		72% (19%)	54%	77% (16%)	50%
KS2		3	74% (22%)	67% (4%)	77% (19%)	60%

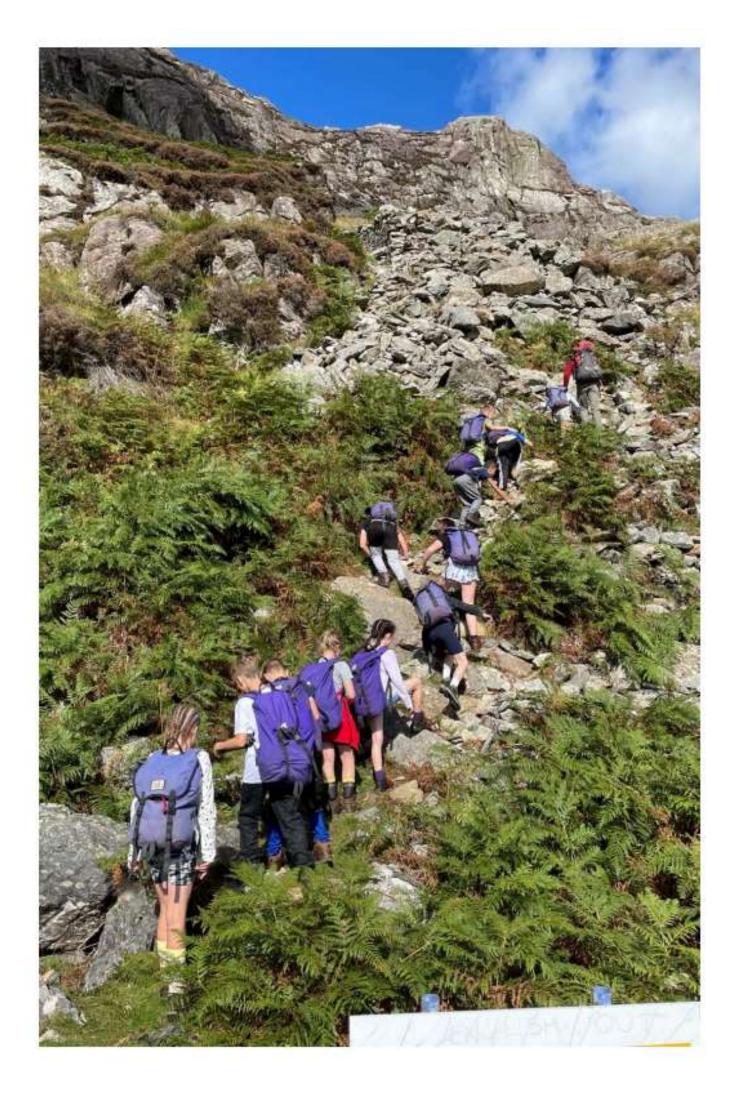












# **OUR PUPILS**

We are so proud of our pupils here. They know from the minute they walk through the door that they are part of our Harmans Water Family.

Our pupils are inspired by their learning and leave us having grown personally and academically; having a true understanding of our values of Respect, Resilience, Responsibility, Creativity, Teamwork and Thoughtfulness.

Here are some things the children would like to see in a new Headteacher:





"We always stick together.

We are always a team."

"Our school days are always different."
We have lots of fun, special days."

- "We have lots of space on our school grounds."
- "Teachers are really helpful in class."
- "The school is very organised and it is well looked after."
- "We have Play Leaders who are kind, caring and helpful."
- "Teachers let us make some decisions. We have an Eco-council, School Council and Equalities Committee."



# **OUR STAFF**

We have a truly dedicated, committed and passionate team of staff who always strive to meet the needs of every pupil. The staff pride themselves on ensuring that they consider the overall personal development of the child in addition to their academic needs.



## What our staff say about the school and themselves:

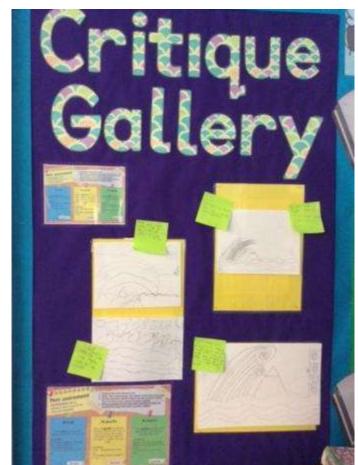
- "We are innovative, forward thinking, caring and friendly."
- "We are inclusive and nurturing."
- "We want to help and support the children in all areas and give them opportunities they may not get elsewhere."
- "We have a Project Based curriculum which has a holistic view of teaching the whole child."
- "Every staff member is committed to providing the best education and support to every family, no matter how difficult this may be:-

# We also asked our staff what they feel needs to be protected by a new Headteacher:

- "Early intervention and nurture."
- "Minimal written marking policy."
- "Project Based curriculum and a strong sense of personal development-
- "A Senior Leadership Team who continue to support their staff."
- "The values of respect and resilience."









# ABOUT BRACKNELL FOREST

Bracknell Forest has so much to offer residents and visitors alike, including excellent leisure facilities and high-quality countryside and open space, with a third of the area comprising of woodland.

Located in the heart of the Thames Valley and close to Reading, Bracknell has excellent transport links with easy access to both the M3 and M4, great rail links to all areas of the UK and regular bus routes as well!

Bracknell town centre has recently been through an exciting regeneration and now provides a quality mix of shops and leisure opportunities as well as new social and cultural areas for entertainment and events.

## Why come to Bracknell Forest?



Bracknell town centre has been regenerated and The Lexicon has an exciting range of retailers and restaurants.



Bracknell is really easy to commute to as its right next to the M3 and M4 junctions.



Bracknell house prices are reasonable and there are any many nice areas to live.



Bracknell and Martins Heron train stations are both within walking distance of the school and are on the Reading to London Waterloo line.



Crime and antisocial behaviour is very low. Bracknell is a safe place to walk around, no matter what time of day.



There are many leisure opportunities and open spaces to enjoy in the area. We have great parks and Swinley Forest surrounds Bracknell and is used for walking, off-road biking and has a fantastic outdoor play area.



# Community



At Harmans Water Primary School we are proud that Parents, Carers and the Local Community are at the heart of our school, supporting the children's learning, as well as the school itself.

Our PTA run multiple events every year that bring the school and the local community together from summer and Christmas fairs to in school discors for the children.



During the Covid 19 pandemic, we were able to run a food bank. As well as providing essential food items, thanks to some very generous donations, we were able to supply baby products, Christmas presents and Easter eggs.





We have made a link with The Soma New Lower Basic School in The Gambia. We hope this will be a long lasting project in which we will be able to I earn from and about one another. It is our intention to develop our link through cross curricular lessons, themed days, joint projects, teacher exchanges and fundraising. Through this link we hope that our children will gain a deep understanding of life for children living in Africa and a sense that although we look different, have different customs and beliefs and live in very different contexts, we nevertheless share a common humanity.



#### **JOB DESCRIPTION**

This job description is based on the Headteachers' Standards 2020. The successful candidate will be expected to work with the Governors in promoting and achieving the school's vision and strategic objectives.

Line managed by: Chair of Governors

Responsible for: Strategic leadership of the School

Working Time: Full Time

Disclosure Level: Enhanced

The governing body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The role encompasses the professional duties of Headteachers as specified by the current School Teachers' Pay and Conditions Document (STPCD) and the Headteachers' Standards as current at the time.

#### Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them. Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- Build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- Show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs



• Ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

As leaders of their school community and profession, headteachers:

- Serve in the best interests of the school's pupils
- Conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- Uphold their obligation to give account and accept responsibility
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- Take responsibility for their own continued professional development, engaging critically with educational research
- Make a positive contribution to the wider education system

#### Section 2: Headteachers' standards

#### 1.School culture

#### **Headteachers:**

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

#### 2. Teaching

#### **Headteachers:**

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

#### 3. Curriculum and assessment

#### **Headteachers:**



• Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught

- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum
- 4. Behaviour Headteachers:
- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy Implement consistent, fair and respectful approaches to managing behaviour
- Ensure that adults within the school model and teach the behaviour of a good citizen

#### 5. Additional and special educational needs and disabilities

#### **Headteachers:**

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

#### 6. Professional Development

#### **Headteachers:**

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning



#### 7. Organisational management

#### **Headteachers:**

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload
- Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk

#### 8. Continuous school improvement

#### Headteachers:

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

#### 9. Working in partnership

#### **Headteachers:**

- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

#### 10. Governance and accountability

#### **Headteachers:**

• Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility



• Establish and sustain professional working relationship with those responsible for governance

- Ensure that staff know and understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

This job description sets out the main duties of the post. The school may revise the job description from time to time and will consult with the postholder at an appropriate time. These responsibilities will be discussed annually as part of the Headteacher annual appraisal and are subject to change in order for the school to develop strategically and effectively.

An Enhanced DBS Check will be requested on successful application to a position at the school.

# PERSON SPECIFICATION

# **Professional Qualifications**

## Essential

- Qualified Teaching Status (QTS)
- First degree or equivalent
- Evidence of recent professional development in leadership
- Designated Safeguard Lead (DSL) qualification

## Desirable

· NPQH (Or equivalent)

# **Professional Qualifications**

#### Essential

- Proven successful Headship in a Primary school, or an Infant or Junior school setting.
- Ability to establish, lead and develop a high performing team, with a culture striving for high expectations and continuous improvement
- Experience of partnership working with staff, parents, pupils, Local Authority and the wider community including external agencies
- · Be able to lead by example with an ability to inspire, motivate and support staff and pupils
- · Be able to deal with difficult conversations at every level
- Experience and knowledge of SEND management across the school
- Experience or knowledge of establishing an appropriate budget to achieve educational and other goals
- · Evidence of promoting supportive and caring relationships with children
- · Experience of managing and developing the performance of others
- The ability to guide and influence others when change is necessary
- Working knowledge and understanding of primary education and the school system both locally and nationally





#### Desirable

· Previously worked in a two or three form entry school during your leadership career

# Teaching and Learning

### Essential

- Successful and varied teaching experience throughout the primary age range
- An in-depth knowledge of EYFS, KS1 and KS2 phases
- Excellent understanding and experience of monitoring, use of data and the effective assessment of teaching and learning to facilitate pupil target setting to drive improved performance and achievement
- Champions inclusion and values pupil voice to provide all children with the opportunity to succeed and realise their full potential
- Record of delivering a rich and creative curriculum, accessible to all children with an understanding of how they learn best. Able to articulate models of effective practice
- Good understanding of effective behaviour strategies
- Has the ability to use ICT effectively to support teaching and learning and as a management and communication tool
- Has a clear understanding of the current issues in education and stays up to date with recent research on best practice.

# Strategic Development

## Essential

- Demonstrable record of working with school governors to identify improvement areas, analysing and interpreting relevant data in order to accurately prioritise objectives for school development and to raise standards
- Understands the purpose of a school's strategic plan and how staff, governors, pupils and parents contribute to this.
- Strong financial planning and management skills with experience of making effective use of resources including pupil premium and service grants.
- Capacity for problem solvings ability to think creatively.



#### Desirable

- Be proactive in promoting the school, making good use of all available communication channels including social media.
- Demonstrable commitment to succession planning and team development.

#### Personal Skills and Attributes

#### Essential

- Have a long term vision and a determination to succeed.
- · Have a thoughtful, flexible, caring and sensitive approach
- Have a good sense of humour and value fun and laughter
- · The ability to stay calm in adversity
- Be proactive in seeking and considering advice
- Able to quickly form strong positive working relationships with staff, parents and carers, pupils, governors, Local Authority, and the wider community and work collaboratively for optimal outcomes
- · Excellent verbal and written communication at all levels
- · Be an effective listener being approachable and empathetic
- · Be highly committed to the school
- Be able to demonstrate effective time management and organisational skills. Be able to delegate,
   multi task and meet deadlines
- · The ability to handle situations impartially, make difficult decisions and to implement them sensitively
- Ability to lead by example and demonstrate a healthy work life balance
- Awareness of own strengths and areas for development and demonstrate a record of promoting continuous professional development

# Safeguarding

#### Essential

- Have a clear understanding of the protection and safeguarding of children, ensuring a robust safeguarding culture.
- Knowledge and understanding of current legislation, guidance and best practice for child protection including safer recruitment.
- Able to co-operate and work with relevant agencies to protect children





# School Specific Needs

# Essential

- · Have a good knowledge of children with complex needs
- Be able to work both effectively and directly with the LA SEND department always placing the child at the centre of decision making

## Desirable

- · Have experience of working in, or knowledge of a Forest school or a Nursery within a school setting
- · Experience of Project Based Learning and Solo-Taxonomy



# **APPLICATION PROCESS**

## How to Apply

Please read the application pack carefully prior to applying.

Please complete the application form in full, CV's will not be accepted.

We would like to invite you to visit the school before the interview dates so you can see the school, its facilities and the education we provide. To book a visit please contact Michelle Jones, Office Manager on 01344 422196 or by email Michelle Jones@harmanswater.co.uk

These visits are informal and do not form part of the recruitment and selection process.

Candidates should complete the application form and return it via email to

sarah.hunter@bracknell-forest.gov.uk no later than midnight on Sunday 5th May 2024

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. If you have any queries about the recruitment process please contact Sarah Hunter, Human Resources Advisor, by email sarah.hunter@bracknell-forest.gov.uk

References will be sought for shortlisted candidates prior to the interview date. The successful candidate will be required to complete an enhanced DBS check.

#### Safer Recruitment in Education

Harmans Water Primary School and Bracknell Forest Council are committed to safeguarding and promoting the welfare of children and young children. Our school has an equal opportunities policy for selection and recruitment in accordance with its safeguarding policy. The successful candidate will be required to have a Disclosure & Barring check along with a check against the DBS children's barred list (formally known as a list 99 check).



## **Equal Opportunities**

We are an equal opportunities employer and are committed to providing equality of opportunity for all. Our aim is to treat all employees and prospective employees with integrity, respect and consideration. We aim to ensure that individuals are recruited, selected, trained and promoted on the basis of ability, job requirements, skills, aptitudes and other objective criteria. In this respect we will ensure that no job applicant or employee receives less favourable treatment on the grounds of race, colour, nationality, ethnic or national origin, gender, sexual orientation, religion or belief, age, martial status or disability, or is disadvantaged by conditions or requirements which they are not covered by legislation or existing codes of practice.







THANK YOU